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ABSTRACT

The Office of Research and Planning at Pima Community College surveyed 15 community colleges from throughout the United States in order to elicit information on the workload and compensation of full-time faculty. The following 10 findings are based on the 12 colleges that provided data in response to the survey: (1) institutions on a semester calendar typically require 30 load hours of instruction, while those on the quarter system require 45 load hours; (2) lecture credit hours tend to load at 1 load hour per credit hour, though some colleges load more; (3) loading varies by discipline at 8 of the institutions and by class type--to varying extents--at 11; (4) all of the colleges provide full-time faculty with opportunities for re-assigned or released time; (5) all of the colleges permit teaching overloads, with the maximum term overload ranging from 3 to 12 load hours and the maximum annual overload from 6 to 22 load hours; (6) average annual salary for full-time faculty at the participating institutions ranges from $38,000 to $63,000, with a median of $48,500; (7) all but one of the institutions employ educational support faculty, typically counselors and librarians; (8) most institutions employ research or lab assistants, student aides or para-professionals; (9) four of the 12 responding institutions have skill centers whose instructors are typically either hourly professionals or part-time instructors; and (10) load maximums for adjunct faculty vary widely, from 40-80% of the full-time load. (Contains eight appendices, including the Faculty Load Survey and response data charts.) (AS)

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ED 423 013

# The Workload of Full-Time Community College Faculty: Findings of a 1998 Survey (Final Report)

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Office of Research and Planning
Pima Community College
September 23, 1998

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**The Workload of Full-Time Community College Faculty: Findings of a 1998 Survey**

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**The Workload of Full-Time Community College Faculty: Findings of a 1998 Survey**

**Executive Summary**

Under the direction of Pima Community College's Ad Hoc Research Team for Faculty Loading, the Office of Research and Planning surveyed 15 community colleges from throughout the United States to elicit information on the workload and compensation of full-time faculty. Twelve colleges provided data in response to the survey. An analysis of these data show that:

(1) There is similarity among the colleges with respect to the annual workload requirement for full-time faculty. Institutions on a semester calendar typically require 30 load hours of instruction, those on a quarter system 45 load hours.

(2) Lecture contact (credit) hours tend to load at 1 load hour per contact hour. Five colleges load some or all English lecture hours at more than 1 load hour (1.2 to 1.33 load hours) per contact hour. There is great variation in the loading of traditional laboratory hours--from 0.33 to 1.25 load hours per contact hour. Typically, laboratory hours load at less than 1 load hour per contact hour, although at least some load at 1 or more contact hours at five institutions in the sample. At half of the colleges, there is intra-institutional variation in the loading of laboratory hours. The variation can be disciplinary, course-specific, or the consequence differential loading of the contact hours that equate to credit hours and the contact hours that exceed them.

(3) Loading varies by discipline at eight of the institutions and by class type--to varying extents--at 11.

(4) All of the colleges provide full-time faculty with opportunities for re-assigned or released time. The maximum re-assigned/released time allowable varies from institution to institution. In most cases its effect on load is a matter of negotiation between the individual faculty member and his/her administrative supervisor.

(5) All of the colleges permit teaching overloads, with the maximum term overload ranging from 3 to 12 load hours and the maximum annual overload from 6 to 22 load hours. The basis for overload compensation varies but typically it is the adjunct faculty pay rate.

(6) Average annual salary for full-time faculty at the participating institutions ranges from $38,000 to $63,000 with a median of $48,500.

(7) All but one of the institutions employ educational support faculty, typically counselors and librarians. Teaching is an optional responsibility for counselors in nearly all of the institutions, for librarians in half. (Librarians in the other half do not teach.) Two institutions indicated there were no restrictions on educational support faculty teaching with

respect to time of day or credit hours. One indicated that teaching cannot be more than 20% of a counselor's workload.

(8) Most institutions employ research or lab assistants, student aides, or para-professionals; but claim that these personnel have no influence on faculty loading practices.

(9) Four of the 12 responding institutions have Skill Centers. In none of these institutions are the Skill Center instructors on the Regular Faculty contract or scale. Skill Center instructors are typically either hourly professionals or part-time instructors.

(10) Load maximums for adjunct faculty vary widely--from 40% to 80% (median: 60%) of the full-time load. Most institutions have not, or cannot, calculate the average adjunct faculty load. Estimates range from three to six hours. None of the respondents pro-rate adjunct faculty pay for smaller than minimum allowable class size.

Conclusion:

All participating institutions expressed keen interest in the topic. Faculty load is one of the most challenging administrative issues among community colleges in the U.S. Institutions often experience variation in faculty loading among departments and consequently need to rely on more than one institutional representative to "tell the story" of faculty loading.

## Background

In the Fall of 1997, the College faculty association, Pima Community College Education Association (PCCEA), and the College administration convened an Ad Hoc Research Team for Faculty Loading (Appendix 1). The charge to the team (Appendix 2) was to provide research answers to questions regarding faculty loading of mutual interest to PCCEA and the College administration. The Office of Research and Planning was engaged to serve as staff support to the Ad Hoc Research Team.

Over the course of several meetings, the Ad Hoc Team--

- Elected co-chairs for the Ad Hoc Team.
- Developed a set of criteria for "benchmark" colleges from which the Team would draw data.
- Based on the established criteria, selected 15 large community college districts for the benchmark survey (Appendix 3).
- Identified key research questions related to policies and practices for Faculty Loading at comparable institutions.
- Reviewed and edited a five-page survey instrument, including a glossary of terms used in the survey (Appendix 4).

Criteria set by the Ad Hoc Team were:

1. Large institutions with fall head counts of in the range of 20,000 or greater.
2. Geographical diversity.
3. Use of written faculty contracts.
4. Mission that includes developmental, transfer and occupational education.
5. Sample is to include institutions with Skill Centers, collective bargaining, and at least one institution from California and Maricopa because of geographic proximity.

Fourteen of the 15 community colleges selected for the study initially agreed to participate. The one that did not declined because it was in the process of changing its loading system and did not wish to send out-of-date information. Two of the institutions which initially agreed to participate did not follow through with a response to the survey. Hence, there were 12 institutions in the final sample (Appendix 3).

The survey instrument elicited information on the calculation of a full-time faculty workload, loading exceptions, compensation issues, and factors that tend to influence faculty loading, for example, educational support, adjunct faculty, and "skill center" instruction.

## Description of Participating Colleges

The 12 institutions in the final sample represent 11 states: Arizona, California, Florida, Illinois, Michigan, New York, Ohio, Oklahoma, Oregon, Pennsylvania, and Texas. Seven of the 12 are organized as multi-campus single-college districts (with 3 or 4 campuses per college), three as multi-college districts (with 3 or 4 colleges per district), one as a single-campus single-college district, and one as a multi-campus college within a 10-college district. For the participating institutions, Fall 1997 head count (rounded to the nearest thousand) ranged from 15,000 to 44,000, with a median of 21,500. Annual FTSE (or FTE) for 1996-1997 ranged from 7,000 to 38,000, with a median of 12,000. The number of full-time faculty in Fall 1997 ranged from 233 to 495 (median: 321), which represented from 10% to 39% of all faculty (median: 28%).

At least 63%, and as much as 86%, of the credit students at each institution attended part-time in Fall 1997. (The median was 74%.) Minority students constituted from 7% to 50% (median: 19%) and women from 51% to 64% (median: 57%) of the Fall 1997 credit students. The average age of these students ranged from 26 to 33 (median: 29.5).

Six of the 12 institutions reported the distribution of courses by type--developmental, occupational, or transfer. At four, transfer courses constitute the largest percentage (50% to 75%) of the course bank; at two, occupational courses are the largest percentage (55%, 73%). Developmental courses represent from 1% to 10% (median: 4.5%). Seven of the colleges reported the percentage of classes taught by full-time faculty. At all but one of these, full-time faculty teach a majority (52% to 66%) of the classes; at the remaining one, they teach 48% of them. Similarly, most ( 6 of 8) of the reporting institutions indicated that full-time faculty teach a majority (52% to 67%) of the credit hours. At two, they teach 48% of the credit hours.

For ten reporting institutions, the total operating budget ranges from $41 million to $155 million, the total operating budget per FTSE (or FTE) from $2,900 to $9,700 (median: $5,350). The distribution of the operating budget by funding source varies a great deal from college to college. State funds constitute from 17% to 73% of the operating budget, local funds from 0% to 54%, and tuition and fees from 5% to 37%. Fall 1997 in-district tuition ranged from $13 to $94 per credit hour, with a median of $36.

Four of the participating institutions have skill centers; nine reported having collective bargaining units for their faculty.

## Limitations and Complexities

### Variation in Loading Models and Formulas

There is a great deal of variation among the participating colleges with respect to the particular

models, formulae, and calculations they use to determine faculty workload and compensation. To make intercollege comparisons, it was necessary to "translate" institutions' idiosyncratic formats into the uniform system for describing faculty workload used in this report. Inevitably, some of the subtleties of the institutions' workload specifications were lost in the process, and the "translated" data may only approximate faculty workload requirements for an institution.

### Quality of the Survey Responses

The quality (accuracy and completeness) of the data gathered for this report also reflects the knowledge of the subject matter possessed by those who completed the survey. And this could vary considerably, based on the respondent's position in the organization and familiarity with institutional policies and practices. This point was driven home to the senior author when he administered the survey, orally and in-person, to a group of administrators at one of the participating colleges. In the group-response process, the administrators would frequently correct one another's responses to particular items. In addition, for some survey items, the knowledge required to respond at all turned out to be possessed only by selected individuals within the group.

Another indication of this response quality problem are the discrepancies which, upon occasion, were found to exist between information provided directly by respondents and that contained in institutional documents.

## Findings

### Full-Time Faculty Workload

**Contractual annual workload requirement.** There is considerable similarity among the 12 participating colleges with respect to the size of the annual faculty workload requirement. For four of the nine institutions on a semester calendar, the contractual annual workload requirement for faculty who teach lecture classes only is 30 credit hours; for another two, 36 credit hours (including 6 credits during the summer term); for two more, 30-32 hours; and for the remaining one, 28-32 hours.

Two of the three colleges using a quarter system have an annual workload requirement of 45 credit hours and the third 42-48 credit hours. At one institution, part of the faculty is on a semester calendar and part on a trimester calendar. Faculty on the trimester calendar are expected to carry an annual workload of 48-54 credit hours.

**Term workloads fixed?** All 11 institutions reporting indicated that semester (or quarter) workloads are not fixed, that one can use heavier than normal and lighter than normal semester workloads to fulfill the annual requirement. Two of the colleges indicated that this occurs only

under special circumstances. Three referred specifically to a formal "banking" system, whereby one can "bank" an overload in one semester and then use it to offset load in a subsequent semester. Five institutions indicated that the summer session can be used in meeting the annual workload, five indicated it cannot.

**Contractual non-teaching responsibilities.** All 12 colleges reported responsibilities--other than teaching--that are included in the faculty contract. These include: maintaining office hours (11 colleges), attending meetings/serving on committees (8), keeping professionally up-to-date (including attendance at professional development workshops and conferences) (5), contributing to course and/or program development (5), participating in the department (4), advising students other than through regular office hours (3), participating in graduate exercises (2), assisting in student recruitment (1), and monitoring the college-wide exit examination (1).

One institution requires participation in "district/college activities" such as curricular and educational development meetings, in-service training programs, ceremonial exercises, and academic advisement. Another has built "campus assigned activities" (3 to 10 hours per week) and "off-campus non-assigned activities" (5 to 10 hours per week) into a total contractual workload of 40 weekly clock hours. "Campus assigned activities" are assigned by management and include: student advisement, committee meetings, faculty senate activities, curriculum development and revision, departmental meetings, voluntary club sponsorship, program advisory board meetings, accreditation committee meetings, and for full-time faculty preparation for classes, grading papers, and recordkeeeping. Examples of "off-campus non-assigned activities" are: preparation for teaching, district meetings, senate activities, in-service workshops, recruiting activities, professional development activities, and office paper work.

A third institution requires 15 days per semester of "additional professional service." These days of service "are to be used for professional activities determined by the approving authority (administrator whom the Campus Provost or district administrator designates) and profitable to both the faculty member and the College." Such activities are to be related to college services (college governance, campus and district committees, curriculum development, special service), student services (admissions and records, advising/counseling, student activities), public services (community services, continuing education, public relations), and/or professional services (instructional development, professional growth, technical training).

**Calculating Faculty Work Load**

**Loading of traditional lecture classes.** At each of the 12 institutions, all or most lecture contact (credit) hours load at the rate of one load hour for each contact hour. Five of the colleges make an exception for English or English composition courses, either all such courses offered by the institution or some designated subset. The excepted courses load at the rate of 1.2 (1 college), 1.25 (1), or 1.33 (3) load hours per contact hour.

**Loading of traditional laboratory classes.** There is considerable variation in the loading of laboratory hours at the 12 institutions. At six, all laboratory contact hours load at the same rate per contact hour: 0.68 (1 college), 0.75 (2 colleges), 0.8 (2 colleges), and 1.0 (1 college). At the other six, laboratory hours load at more than one rate per contact hour. One college each had the following rates: 0.33 to 0.5 (depending on discipline), 0.5 to 1.0 (as agreed to for a specific course by the faculty and the dean), 0.67 to 0.83 (depending on discipline), 0.7 to 1.0 (with different rates for laboratory contact hours equalling the credit hours and those exceeding them), 0.8 to 1.0 (depending on discipline and with different rates for laboratory contact hours equalling the credit hours and those exceeding them), and 0.83 to 1.25 (depending on the discipline and specific course). The median rate for the 12 institutions (using the midpoint of the range for colleges with more than one rate) is 0.775.

**Are integrated lecture/laboratory classes offered?** Seven institutions reported that they offered integrated lecture/laboratory classes. The other five did not indicate whether they offered such classes. Institutions reported different ways of loading these classes: (1.) entire course loaded as a lecture class (1 load hour per contact hour) (1 college); (2.) entire course loaded at a unique loading ratio (0.79:1), which is less than that for straight lecture classes (1:1) but more than that for straight laboratory classes (0.68:1) (1 college); (3.) lecture portion of the class loaded like a lecture class (1:1), laboratory portion like a laboratory class (0.8:1) (1 college); (4.) lecture portion loaded as a lecture class (1:1), laboratory portion not loaded; and (5) variable loading (2 colleges).

**Does the number of students affect load?** At six of the 12 institutions, the number of students taught affects the loading of at least some kinds of classes. Three colleges reported that class size affects the loading of regular lecture and laboratory classes. In one case, for classes with 51 to 100 students each contact hour loads at 1.5 load hours (as opposed to 1.0 for classes with 50 or fewer students), and for classes with more than 100 students at 2.0 load hours. Another institution uses the following formula for all lecture classes:

| Number of Students | Load Hours per Contact Hour |
|---|---|
| 1-50 | 1.0 |
| 51-85 | 1.2 |
| 86-120 | 1.4 |
| 121-155 | 1.6 |
| 156 or more | 1.8. |

A third institution has separate loading formulae based on class size for different disciplines. Regular classes other than mathematics and English composition classes load according to the following formula:

| Number of Students | Load Hours per Contact Hour |
|---|---|
| 0-59 | 1.0 |
| 60-89 | 1.5 |
| 90 or more | 2.0. |

For mathematics classes, the formula is:

| Number of Students | Load Hours per Contact Hour |
|---|---|
| 0-52 | 1.0 |
| 53-75 | 1.5 |
| 76 or more | 2.0. |

And for English composition classes:

| Number of Students | Load Hours per Contact Hour |
|---|---|
| 0-44 | 1.0 |
| 45-59 | 1.5 |
| 60 or more | 2.0. |

Two other institutions indicated that the size of cooperative education sections affects their loading. At one, loading adjustments are made on a case-by-case basis for light and heavy cooperative education loads. (At this college, there also is a limit on each instructor's total student contact hours [640] per semester.) At the other, 50-60 students constitute a full cooperative education load.

The sixth institution bases an instructor's load for work experience supervision on the number of students completing the work experience. For each completer, an instructor receives .008 FTE (FTSE), with 125 completers constituting a full load.

**Are there loading exceptions based on class type?** Eleven of the 12 colleges reported that there are kinds of class sessions for which workload is calculated differently than for traditional lectures and laboratories. These include: self-paced learning, clinical, automotive, and technology laboratories; individualized/studio instruction; telecourses; apprenticeships; cooperative education; directed study; practicums; special projects; physical education coaching/activity; aviation, field-trip, and non-credit classes; and classes that are team-taught. One institution reported that they load "innovative classes" differently. Appendix 5 contains detailed descriptions of these loading exceptions.

**Additional Faculty Assignments--Other than Teaching**

**Provide re-assigned or released time?** Each of the 12 colleges provide full-time faculty with opportunities for re-assigned or released time. (One does so only rarely. Instead, it "use[s] supplemental contracts to pay for products developed.") Activities which qualify for released/re-assigned time include: accreditation self-study (8 colleges), curriculum development (7), administrative assignments (6), grant writing/maintenance (5), faculty bargaining unit activities (4), special assignments/extraordinary duties (4), research (1), steering committee chairing (1), professional development and retraining (2), faculty senate participation (1), and experimental projects (1).

At one institution, the college president, with the advice and recommendation of the faculty association president, has responsibility for the development of the list of approved assignments for re-assigned time, and, after consulting with the faculty association president, determines specific assignments. Another college has an advisory committee on re-assigned time (composed of 2 faculty association designees, the vice president for academic affairs, and the 3 provosts) which assists the administration in reaching decisions about re-assigned time activities. At a third institution, a committee composed of an equal number of bargaining unit representatives and administrators "establishes standards and sets criteria for the types of projects and activities for the granting of faculty members' requests for reassigned time and reviews actual assignments."

Seven colleges reported that the administration determines workload for released/re-assigned time on a case-by-case basis. Three of these specifically mentioned that the faculty member and administrative supervisor "negotiate" the workload. Two colleges have a formula for assigning workload to released/re-assigned time activities; at one 39.4 hours of activity equals one load hour, at the other 15 hours of activity.

Five of the participating institutions reported there are limits on the percentage of semester or annual workload that can be released/re-assigned time activity. These are: (1.) up to 50% of the semester workload, averaged over three semesters; (2.) up to 20% of the semester workload (3 credit hours); (3.) usually no more than 20% of the semester workload (3 credit hours) but can be more; (4.) up to 2/3 of the semester workload; and (5.) up to 3/4 of the annual workload (with additional load possible if approved by the president). Two colleges indicated there is no limit on the amount of semester workload that can be assigned to released/re-assigned time activity.

**Workload for department chair duties.** Seven institutions reported that department chairs are compensated for their duties as chair by means of released/re-assigned time. At five of these institutions, department chairs may receive a stipend in addition to or in lieu of released/ re-assigned time. At four, the amount of released/re-assigned time (and/or stipend) a department chair receives depends on the number of department FTFE, at another on the time commitment required to perform the duties of the chair (as agreed upon by the chair and his/her administrative

supervisor). At three, the compensation is fixed.

At one institution in the sample, chairs are administrators with no assigned teaching duties. Two other colleges have no department chairs but do employ faculty members as academic program managers or coordinators. One of these provides released time and a stipend for the performance of program management duties; the other provides released time only, the amount of which depends on the size of the program and the scope of the coordinator's activities.

**Instructional overloads.** All 12 institutions permit teaching overloads. At nine, overloads are voluntary only; at one, involuntary only; and at two, either voluntary or involuntary. The maximum amount of overload allowed by the colleges ranges from 3 to 12 credit hours per semester (or quarter) (median and mode: 6) and from 6 to 22 credit hours per year (median and mode: 12). Four of the colleges indicated that overloads are not restricted by time of day. Two indicated they do have such restrictions. One of these requires that the work be done "during hours other than those on the employee's regularly scheduled assignment and for which compensatory leave is not given during the same work week." The other specifies that only one of the three overload courses (or 4 of the 8 overload load hours) permitted each semester can be a day overload assignment.

At eight of the reporting institutions, faculty are compensated for overloads at (or approximately at) the adjunct or part-time faculty rate. Four others offer compensation that differs from both the contract year rate for full-time faculty and the adjunct faculty rate. One of these colleges compensates for overloads at 1/50 of the contract year salary times the number of load hours, another at a flat per load hour rate, and a third at a flat per load hour rate plus an annual increment which increases (up to a limit) with increased years of service. The fourth college uses a salary schedule that differs from, but incorporates the same classes (based on level of education) and steps (based on years of experience), as the schedule for contract year salary.

**Annual workload.** Seven of the institutions provided data on annual faculty workload. For these seven colleges, the actual (recorded) annual workload is contrasted with the contractual annual workload in the table on the next page.

**Compensation**

**Annual salary.** The average annual salary for full-time faculty ranges from $38,000 to $63,000 at the 12 institutions in the sample. The median is $48,500.

**Class size affect compensation?** One college pays instructors a fixed fee ($6.00) per student credit hour when their average student load exceeds a designated value (28 students). Each of the other seven responding institutions reported that class size has no effect on faculty compensation.

**Table 1. Actual versus Contractual Annual Workloads for Full-Time Faculty at Seven Community Colleges**

| Calendar | Actual Annual Workload | Contractual Annual Workload |
|---|---|---|
| Semester | 30 | 30-32 |
| Semester | 34-36 | 30 |
| Semester | 36-38* | 36* |
| Semester | 42-45 | 28-32 |
| Semester | 50 | 36 |
| Quarter | 42 | 42-48 |
| Quarter | 45 | 45 |

*Includes summer.

**Handling of slight workload underages.** Six colleges indicated that they balance slight load underages with load overages in subsequent semesters (or years). One institution each handles slight load underages in each of the following ways: (1.) When the underage is below a minimum number of load hours (0.6), the faculty member is considered to have met contractual load and no adjustment of any kind is required. When above this minimum number, the underage must be balanced by an overload in the subsequent semester. (2.) Contract salary is reduced to reflect the deficiency in the load. (3.) Underages are handled in various ways, as worked out by the faculty member and the dean on an individual basis. A tenth college does not permit underages; emergency re-assigned time is used, if necessary, to insure a full load.

**Handling of slight workload overages.** Five institutions indicated that faculty are compensated for all workload overages. Another said that slight overages are balanced by reduced loads in subsequent semesters (or years). Two other institutions offer the faculty member a choice of a reduced load or extra compensation.

Two colleges consider a faculty member with an overage below a minimum number of load hours to have met contractual load. Overages above the minimum are handled differently at the two colleges. At one, the overage is balanced with a reduced load in the subsequent semester; at the other, the overage is balanced with a reduced load or the faculty member receives overload compensation for it, at the faculty member's option. At still another institution, overages are handled in various ways, as the faculty member and dean work out a specific arrangement on a case-by-case basis.

**Effect of a class cancellation on workload.** All of the responding institutions indicated that when a class which is a part of a full-time faculty member's workload is canceled, the faculty member is given a replacement class or activity (re-assignment) to insure a full workload. One of these colleges indicated that in the very unlikely event a replacement class or activity could not be found leaving the faculty member with than less than a full load, the faculty member would still be compensated for a full load.

**Use of Educational Support Faculty**

**Employ non-classroom faculty?** Eleven of the 12 institutions in the sample classify employees other than classroom instructors as faculty. Librarians are so classified at all 11, counselors at 10 of the 11. At four of these colleges, additional employees (e.g., professional assistants, nurses, coordinators of non-traditional programs) are included in the category. Non-classroom faculty are variously labelled "non-instructional," "non-classroom," "non-teaching" or "service" faculty, or "professional staff."

**Do non-classroom faculty teach?** Teaching is an optional responsibility for counselors in nearly all of the institutions, for librarians in about half. Librarians in the other half do not teach. For other non-classroom faculty teaching tends to be an optional responsibility. Two institutions indicated that teaching by non-classroom faculty is not limited with respect to total credit hours or time of day. Another indicated that teaching could not be more than 20% of a counselor's workload.

**Load for non-classroom faculty.** In all cases, workload for non-classroom faculty is calculated in terms of clock hours. It ranges from 35 to 40 clock hours per week for the institutions in the sample.

**Instructional support positions affect faculty load?** Eleven colleges in the sample indicated they have instructional support positions (e.g., laboratory assistants, equipment technicians). None indicated that these positions influence faculty loads.

**Skill Centers**

Four institutions in the sample have Skill Centers. One college indicated that its Skill Center offers both credit and non-credit classes; the other colleges with Skill Centers did not indicate whether they offered credit-bearing or non-credit-bearing courses. In each case, the Skill Center is housed separately from the college's traditional campuses.

**Use of Adjunct Faculty**

**Maximum and average loads.** Ten institutions reported load maximums for adjunct faculty.

These ranged from 40% to 80% of full-time faculty load, with a median of 60% (see table below). Most institutions have not, or could not, calculate the average adjunct faculty load. Estimates ranged from three to six load hours.

**Table 2. Maximum and Average Term Workloads for Adjunct Faculty at Ten Community Colleges**

| Calendar | Maximum Load Hours Per Term | Maximum as Percentage of Full-Time Load | Average Load Hours Per Term |
|---|---|---|---|
| Quarter | 12 | 80% | NR |
| Semester | 10 | 67% | NR |
| Semester | 10 | 67% | NR |
| Semester | 10* | 67% | 3-6 |
| Semester | 9 | 60% | 6 |
| Semester | 9** | 60% | NR |
| Semester | 8 | 53% | NR |
| Semester | 7 | 47% | 3-5 |
| Semester | 6 | 40% | NR |
| Semester | 6*** | 40% | 6 |

* Can be higher with approval of Service Committee (committee composed of faculty union and administrative representatives which oversees implementation of faculty contract)
** Can be higher with approval of Dean of Instruction
*** Can be as high as 9 with approval of Campus President
NR - not reported

**Pro-rate pay for small classes?** None of the responded institutions pro-rate adjunct faculty pay for smaller than minimum allowable class size. One college indicated that it might apply a "tutor rate" under this circumstance.

**Source of Faculty Loading Specifications**

At nine institutions, the source of faculty workload specifications is a collective bargaining agreement; at the other three, board policy. Who actually determines load values in the first place? It varies. At four colleges, the Board and the faculty union establish load values; at three others, they are set by an administrator or administrative group (cabinet, campus president,

deans of instruction, division dean). At another, curriculum committees make the determination. A ninth institution relies on state policy for faculty loading specification. Two of the colleges permit no exceptions to load standards, and at another, the only exceptions are those embedded in the collective bargaining agreement. At four institutions, exceptions are granted at the dean, provost, or campus president level.

## JOINT AD HOC RESEARCH TEAM ON FACULTY LOADING

**October 31, 1997**

**Members Present:** Barbara Armenta, Jacalyn Askin, Jim Casanova, Barbara Ganz, Marie Foster Gnage, Bob House, Madeleine Irell, Gary Mechler, Robin Steinberg, Bob Walters. **Members Excused**: Sharon Jordan, Kathleen Assar, Richard Fridena. Others present: Carol Gorsuch, Senior Vice Chancellor, and Phil Silvers, Staff Support.

After individual introductions, Carol Gorsuch gave the charge to the committee (attached as amended during discussion by the Research Team).

The results of the research from this team will need to be completed in time to be used in the Meet-and-Confer process. Summary notes will need to be prepared from each of the meetings.

Robin suggested that the Research Team set up a general listserv to facilitate the exchange of information among the team members. Phil will arrange to have the listserv set up.

Co-chairs for the Research Team were confirmed: Barbara Armenta, representing the faculty team and Bob House, representing the administrative team.

Phil walked the group through the list of tasks to be undertaken by the Project Team. He was asked: how large should the sample of "benchmark" colleges be? At least 12 and preferably 20. He suggested that a "matrix sample" might be preferable, that is, a sample that would permit the Project Team to make comparisons with different colleges on different items of interest. Bob Walters concurred, saying that such a sample would give us freedom to use a wide spectrum of colleges as long as they were comparable on the dimension of interest to the Project Team. Barbara said that the faculty is most interested programmatic matches. Carol said that she had an interest in noncredit FTSE-generating courses--clock hours v. Carnegie units. Who is doing the teaching, and do they have faculty or staff status?

The group concurred that Friday mornings is a good meeting time. The next meeting will be Friday, November 14, 10 am in C-228. Members are to forward their ideas for research questions to Phil for compilation prior to the next meeting.

## Joint Ad Hoc Research Team for Faculty Loading

**CHARGE:** To research questions that have been raised by the Pima Community College Education Association (PCCEA) and the College administration regarding faculty loading.

**PROJECT TASKS:**

1. Select co-chairs for the Joint Ad Hoc Research Team who also serve as the chairs of their respective groups. The co-chairs are responsible for arranging meetings, developing summary notes, and addressing any needs that may arise from team members. Special requests or needs to be addressed may be brought to the Office of the Senior Vice Chancellor. In addition, the co-chairs are responsible for representing the views of their respective team members who may be unable to attend regular joint meetings.

2. Develop a consensus on a set of criteria for comparable community college districts for purposes of making "benchmarked" comparisons. These criteria may include such elements as the number of students enrolled for credit, academic structure, and urban setting.

3. Select a set of districts which meet the agreed-upon criteria.

4. Develop a set of research questions which will address the issues raised by PCCEA and the College administration.

5. For each of the agreed-upon research questions, identify the appropriate measures and define the terms and data elements for the study, e.g., load, overload, traditional class size, etc.

6. Develop a timeline for the completion of Tasks 2-5, and for the completion of the research by the Office of Research and Planning.

Staff support for this task will be provided by the Office of Research and Planning. Your contact person will be Dr. Philip Silvers, 206-4745.

**Appendix 3**

## Sample of Benchmark Colleges

| | |
|---|---|
| *Community College of Allegheny | Pittsburgh PA |
| Austin Community College | Austin TX |
| *Brevard Community College | Cocoa FL |
| *Cuyahoga Community College | Cleveland OH |
| *College of DuPage | Glen Ellyn IL (Chicago) |
| *Hillsborough Community College | Tampa FL |
| *Macomb Community College | Warren MI (Detroit) |
| *Mesa Community College for Maricopa Community College District | Mesa AZ |
| Oakland Community College | Farmington Hills MI |
| *Portland Community College | Portland OR |
| *San Diego Community College | San Diego CA |
| *Suffolk Community College | Selden NY |
| *Tarrant County Junior College | Ft Worth TX |
| *Tulsa Community College | Tulsa OK |
| Valencia Community College | Orlando FL |

* Study participant

Institution:

## Faculty Load Survey

INTRODUCTION: The purpose of this survey is to gather comparative information on how faculty workloads are determined at comparable community colleges. We will be pleased to share the results of this study with you. This interview should take approximately 20-30 minutes.

1. **FULL-TIME WORKLOAD.** What is the annual **contractual** workload requirement for full-time teaching faculty? [If given a range, ask: What is the average?]

   Are semester (quarter) workloads fixed, or can faculty fulfill their annual workload throughout the year--i.e., light one semester, heavier the next? Can summer be included?

   What responsibilities--other than teaching--are included in the faculty contract? Does a written job description exist? (If so, please send)

2. **CALCULATION OF FACULTY WORKLOAD.** How does your institution calculate faculty workload? **(If workload calculation formulas/guidelines are available, please send them.)**

   For Lecture?

   For Traditional Academic Lab Sections? (Science, Biology, Chemistry)
   -Do you offer integrated (lecture/lab) sections?

   Does the calculation of faculty workload for lectures and labs vary by discipline or subject area? Which disciplines and/or subject areas? And how does it vary?

   Is the number of students taught included in the calculation of faculty load? If so, how?

3. **LOADING EXCEPTIONS.** Is there any kind of class session (e.g., any of the following) for which faculty workload is calculated any differently. If so, how...?

   Self-paced Learning Labs/Centers/Classrooms (reading, writing, math....)?

   Individualized or Studio Instruction (music...)?

   Team Teaching?

   Open Entry/Open Exit Courses?

   Accelerated or Fast-Track Courses (e.g., two weekends)?

**3. LOADING EXCEPTIONS. (Continued)**

Apprenticeship?

Telecourses or Internet Courses?

Non credit Courses?

Open Labs?

Computer Labs?

Clinical Labs?

Culinary labs?

Automotive Labs?

Building Technology?

Other (please specify)

**4. ADDITIONAL FACULTY ASSIGNMENTS--OTHER THAN CLASSROOM AND LABS.**

Do you provide full-time faculty opportunities for **re-assigned or released time**? -- e.g., curriculum development, accreditation self-study, grant writing/management? (Specify)

If so, how do you calculate faculty workload for it?

How are Department Chair duties loaded? How do you handle this?

Do you permit full-time faculty to teach additional classes **(overloads)** for additional compensation?

If so, how do you-- a. Define Overload? (Voluntary or Involuntary*?)

b. Compensate Overload (voluntary **and** involuntary)? -- as a percentage of full-time salary?
Or, at the adjunct faculty rate? Is it included as part of the regular contract?

*** Involuntary: I.e., the numbers just don't fall out evenly; see glossary.**

Do you limit voluntary overloads in any way (e.g., number of credit hours, time of day)?

What is the average annual workload for a full-time teaching faculty member?

## 5. COMPENSATION.

Do you have a salary schedule for full-time faculty's regular load? If so, would you please fax or send a copy? For part-time faculty?

Does class size affect compensation? If so, please send schedule.

If the faculty member's load is either just under or just over a normal full-time load, how is that handled for purposes of the employment contract and pay?

What happens to a faculty member's workload if a class is canceled? (e.g., does the faculty member receive any credit for loading purposes?)

## 6. EDUCATIONAL SUPPORT.

Do you use the word "faculty" to refer to any group other than teachers (e.g., counselors, student advisors, librarians, or curriculum specialists)?

If so, how, specifically, do you refer to these other faculty groups?

Does a written job description exist? (If so, please send for each group)

Is teaching a **required** part of their workload? an **optional** part?

If so, do you limit it in any way, i.e., the number of credit hours or the time of day?

How is load determined for each of these groups?

- Counselors
- Advisors
- Librarians
- Curriculum Specialists

(Please send any workload calculations/compensation schedules for these faculty.)

Do you have **instructional support positions** (e.g., lab assistants/paraprofessionals, equipment technicians in computers, automotive, electronics, etc.)?

If so, do they influence faculty loads?

If yes, how?

(Please send any workload calculations/compensation schedules for these positions.)

**7. SKILL CENTER INSTRUCTORS.** [Describe a Skill Center in detail]

Do you employ skill-center instructors?
Are they classified as faculty or staff?

Do they teach skill classes or credit classes, or both?

How is their workload/compensation determined?

(Please send any workload calculations/compensation schedules for these instructors.)

**8. ADJUNCT FACULTY**

What are the maximum and average teaching workloads of adjunct or part-time faculty members?

Do you "pro-rate" adjunct faculty compensation for classes which have fewer than the required minimum?

**9. SOURCE OF FACULTY LOAD SPECIFICATIONS.**

Source of specifications: Board policy? Faculty Contract? (Please send copies)

Who determines the "load" for a particular course or discipline?

Is there any higher-level administrative or governance evaluation of these loadings?

Are there provisions for exceptions to the rule? If so, at what levels does this happen?

Are there written criteria or guidelines? (If so, please send)

## GLOSSARY

**Adjunct Faculty:** Certificated instructors contracted by the college for a temporary instructional assignment that is not full-time. These may include staff and administrators who teach part-time.

**Additional Faculty Assignments:** Duties performed under contract other than conducting classroom instruction and lab sessions. These duties may include curriculum development, working on the accreditation self-study, writing grants proposals, directing grants projects, participating on community task forces and boards. It may also include "overload" assignments (see below).

**Educational Support Faculty:** Faculty whose primary responsibility is to provide complementary educational services, in any mode and in any setting.

**Full-Time Equivalent (FTE):** Conversion of number of hours authorized for a full-time employee position. For example, at PCC an FTE is currently the number of funded hours divided by 1,950.

**Full-Time Faculty:** Full-time, regular personnel who carry out the educational mission of the college.

**Instructional Faculty:** Faculty whose primary responsibility is to teach courses for credit, in any mode and in any setting.

**Lab:** A session in which students are supervised in hands-on learning activities such as automotive shop or electronics laboratory, photography, biology or chemistry "dry" or "wet" laboratories, and the like.

**Lecture:** Student learning in the traditional or conventional classroom setting in which an instructor lectures and/or directs student interaction, exercises, discussion, and evaluation.

**Load:** The *total required workload* for full-time regular faculty, for example, 15 credit-hours per semester, 40 clock hours per week, or some variation. Load can also refer to the *unit of measurement*, for example "load hours", clock hours, etc., which are used to calculate the full-time workload of regular, full-time faculty members.

**Overload:** Any work units assigned or taken by a faculty member above and beyond the number of units in the faculty member's contract. Overload may be for instruction or special projects. It may be voluntary or involuntary (see below).

**Pro-rate:** In situations where a course does not attract the minimum required number of students, giving part-time faculty members the proportional ("pro-rated") share of the regular compensation for the course. For example, a 3-credit course needs to have 18 students to "make" and the pay is $1500. The college and the adjunct faculty member agree to go ahead with the course with only 15 students and the faculty member receives $1250 instead of $1500.

**Voluntary Overload:** If a faculty member freely chooses to teach hours beyond his/her contractual obligation or to assume a special project over and above his/her contract, it is a voluntary overload. **Involuntary Overload:** On the other hand, if because of the loading of a particular course, the number of load hours assigned to the faculty member slightly exceeds the load, the member may be faced with an involuntary overload. For example, a member whose semester contractual responsibility is 15 load hours is assigned four courses worth 3 load hours each and one course valued at 4 load hours. This person ends up with one additional load hour beyond his/her contractual amount.

Institution:

## BACKGROUND INFORMATION
(from the IR Office)

What percent of your courses are: ___Developmental ___Occupational
___Transfer ___Other (describe):

Are your adjunct faculty part-time (as opposed to full-time)? I.e., distinguished from full-time temporaries

What percent of your **courses** are taught by-- ___Full-time Faculty ___Adjunct?

What percent of your **student credit hours** are taught by ___F-T Faculty ___Adjunct?

What is the minimum number of students necessary for lecture-classes?

Are your counselors considered faculty?

Does your college also include a Skill Center? [Describe] If so, is it operated and housed with a traditional campus?

Are credit courses also taught at the Skill Center?

## BUDGET

How is your college funded? What percent of the operating budget comes from state, local taxes, tuition, fees?

How much is your Fall 1997 tuition?

What is your operating budget cost per full-time student equivalent?

What is your full-time faculty to full-time student ratio? (If possible, provide separate full-time faculty and part-time faculty FTE figures)

## ENROLLMENT

Please provide a college fact book, or access NCES web data, regarding student characteristics and participation patterns.

## STAFFING

Please provide a Faculty Personnel Policy Handbook; and a college fact book, regarding numbers of faculty and staff.

## CURRICULUM

Please provide documentation on the curriculum development **process**, course offerings, collegewide coordination of curriculum, and provisions for program review.

**Appendix 5**

## Loading Exceptions based on Class Type

Self-Paced

Case #1: 0.2 load hour per student per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.8:1)

Individualized or Studio Instruction

Case #1: 0.2 load hour per student per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.8:1)
Case#2: Not included in load; supplemental activity agreement between faculty member and Administration at mutually agreed upon compensatory rate (usually $20-$25/hour) (1 college)
Case #3: Not included in load; contract for services between student and instructor (1 college)

Team Teaching

Case #1: Normal load for class allocated among instructors according to percent responsibility assumed by each instructor (6 colleges)

Apprenticeship

Case #1: Not included in load (2 colleges)

Telecourses

Case #1: 0.667 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.8:1)

Non-credit Courses

Case #1: Not included in load; instructor paid $16-$35/hour (1 college)
Case #2: Community education classes not included in load; 0.68 load hour per contact hour for ABE, GED, and ESL classes (1 college; cf. lecture: 1:1; academic lab: 0.68:1)
Case #3: 16 clock hours equal 1 load hour (1 college)

**Appendix 5 (Continued)**

## Loading Exceptions based on Class Type

Clinical Laboratories

Case #1: 1.0 load hour per credit hour (1 college; cf. lecture: 1:1; academic lab: 0.8:1)
Case#2: 0.56 load hour per contact hour for indirectly supervised lab (1 college; cf. lecture: 1:1; academic lab: 0.68:1)
Case #3: "complicated" (1 college)

Automotive Shop

Case #1: 0.63 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.68:1)

Aviation Courses

Case #1: 0.5 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.68:1)

Tech Laboratories

Case #1: 0.60 to 0.83 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.75:1)

Cooperative Education

Case #1: 0.25 load hour per student enrolled (1 college; cf. lecture: 1:1; academic lab: 0.8 to 1:1)
Case#2: 0.56 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.68:1)

Directed Study

Case #1: 0.2 load hour per student enrolled (1 college; cf. lecture: 1:1; academic lab: 0.8 to 1:1)

Practicums

Case#1: 0.56 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.68:1)

**Appendix 5 (Continued)**

## Loading Exceptions based on Class Type

Special Projects

Case#1: 0.56 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.68:1)

Field Trip Courses

Case #1: During faculty member dates of accountability: 0.2 load hour per day (maximum: 1 load hour per trip) when trip occurs during paid school holiday, or employee paid vacation period; outside faculty member dates of accountability: 1.0 load hour for the first 5 days and 0.17 load hour per day of trip in excess of 5 (1 college; cf. lecture: 1:1; academic lab: 0.7 to 1:1)

P.E. Coach/Activity

Case #1: 0.68 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.75:1)
Case#2: 0.75 load hour per contact hour (1 college; cf. lecture: 1:1; academic lab: 0.7 to 1:1)

## Appendix 6 - Characteristics of Participating Institutions

| Institution | Geographic Location | Organizational Structure | Fall 1997 Credit Student Enrollment | | 1996-1997 Annual FTSE (FTE) (to nearest thousand) | Fall 1997 Faculty | | |
|---|---|---|---|---|---|---|---|---|
| | | | Total Head Count (to nearest thousand) | Percent Part-Time | | Number Full-Time | Number Part-Time | Percent Full-Time |
| A | Northeast | 4-College District | 18,000 | 63% | 25,000 | 364 | 3157 | 10% |
| B | Southeast | 4-Campus College | 15,000 | 70% | 7,000 | 233 | 760 | 23% |
| C | Midwest | 3-Campus College | 21,000 | 68% | 12,000 | 377 | 772 | 33% |
| D | Midwest | Single-Campus College | 29,000 | 75% [1] | 16,000 | 278 | 1,315 | 21% |
| E | Southeast | 4-Campus College | 19,000 [2] | 72% [2] | 9,000 | 253 [2] | 756 [2] | 25% [2] |
| F | Midwest | 4-Campus College | 23,000 | 77% | 11,000 | 270 | 523 | 34% |
| G | Southwest | 2-Campus College in 10-College District | 22,000 [2] | 73% [2] | 12,000 | 249 [2] | 613 [2] | 29% [2] |
| H | Northwest | 4-Campus College | 24,000 | 77% | 15,000 | 379 | 682 | 36% |
| I | Southwest | 3-College District | 43,000 | 86% | NR | 495 | 1,346 | 27% |
| J | Northeast | 3-College District | 18,000 | NR | 12,000 | NR | NR | NR |
| K | South Central | 4-Campus College | 26,000 | 68% | 38,000 | 450 | 703 | 39% |
| L | South Central | 4-Campus College | 18,000 [2] | 82% [2] | 18,000 | NR | NR | NR |
| Pima | Southwest | 5-Campus College | 28,000 | 74% | 15,000 | 330 | 1,227 | 21% |

[1] Includes non-credit students

[2] Fall 1996 data

NR=Not Reported

## Appendix 6 - Characteristics of Participating Institutions

| Institution | Fall 1997 Credit Students | | | Courses | | | Percent Classes Taught by Full-Time Faculty | Percent Credit Hours Taught by Full-Time Faculty |
|---|---|---|---|---|---|---|---|---|
| | Percent Minority | Percent Female | Average Age | Percent Developmental | Percent Occupational | Percent Transfer | | |
| A | 14% | 55% | 30 | NR | NR | NR | 52% | NR |
| B | 16% | 57% | 29 | 5% | 44% | 51% | 48% | 48% |
| C | 33% | 64% | 30 | NA | NA | NA | NA | NA |
| D | 19% [1] | 57% | 33 [1] | NR | NR | NR | NR | NR |
| E | 30% [2] | 58% [2] | 26 [2] | 4% | 55% | 41% | 63% | 63% |
| F | 7% | 51% | 27 | 1% | 73% | 27% | 65% | 67% |
| G | 21% [2] | 52% [2] | NR | NR | NR | NR | NR | 48% |
| H | 18% | 53% [3] | 31 [3] | NA | NA | NA | NA | 59% |
| I | 50% | 51% | NR | 2% [4] | 55% [4] | 75% [4] | 55% | 52% |
| J | NR | NR | NR | 10% | 40% | 50% | 55% | 55% |
| K | 27% | 57% | 27 | 6% | 26% | 68% | 66% | 66% |
| L | 17% [2] | 60% [2] | NR | NR | NR | NR | NR | NR |
| Pima | 38% | 55% | 28 | 10% [5] | 36% [5] | 50% [5] | 39% | 44% |

[1] Includes non-credit students

[2] Fall 1996 data

[3] 1996-97 data

[4] Percentages total more than 100% because some courses are classified as both "occupational" and "transfer."

[5] An additional 4% of the courses are classified as "special interest."

NA=Not Available

NR=Not Reported

## Appendix 6 - Characteristics of Participating Institutions

| Institution | Total Operating Budget (To nearest million dollar) | Operating Budget per FTSE (FTE) (To hundred dollar) | Source of Operating Budget | | | | Tuition per Credit Hour | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | % State | % Local | % Tuition and Fees | % Other | In-District | In-State | Out-of-State |
| A | $93,000,000 [1] | $4,500 [1] | 36% [1,2] | 27% [1,2] | 37% [1,2] | <1% [1,2] | $68 [3] | $136 [3] | $204 [3] |
| B | $41,000,000 | $5,600 | 73% | 0% | 23% | 4% | $39 [4] | NR | NR |
| C | $155,000,000 [3] | $9,700 [5] | 26% [3] | 28% [3] | 16% [3] | 30% [3] | $36 [4] | $48 [4] | $99 [4] |
| D | $81,000,000 [3] | $5,100 | 17% [3] | 54% [3] | 27% [3] | 2% [3] | $30 [3] | $92 [3] | $129 [3] |
| E | $52,000,000 [5] | $5,700 [5] | 72% | 0% | 27% | 1% | $35 [4] | $35 [4] | $140 [4] |
| F | $79,000,000 [3] | $6,600 [3] | 38% [3] | 27% [3] | 32% [3] | 3% [3] | $52 [3] | $79 [3] | $79 [3] |
| G | NR | $5,200 [3] | 57% [3] | 17% [3] | 18% [3] | 8% [3] | $37 [4] | NR | NR |
| H | $82,000,000 [1] | NA | 46% [1] | 19% [1] | 22% [1] | 13% [1] | $36 [4] | $36 [4] | $130 [4] |
| I | $125,000,000 | $2,900 | 52% | 39% | 5% | 4% | $13 [4] | NR | NR |
| J | $100,000,000 | $8,000 | 33% | 33% | 33% | 0% | $94 [4] | NR | NR |
| K | $75,000,000 [3] | $4,600 | 44% | 27% | 25% | 4% | $22 [4,6] | $34 [4,6] | $140 [4,7] |
| L | NR | NR | NR | NR | NR | NR | NR | NR | NR |
| Pima | $121,000,000 [5] | $4,800 [5] | 17% [5] | 40% [5] | 22% [5] | 21% [5] | $32 [4] | $32 [4] | $55 [4,8] |

NA=Not Available
NR=Not Reported

[1] 1995-1996 data
[2] Percent of unrestricted operating funds
[3] 1997-1998 data
[4] Fall 1997 data
[5] 1996-1997 data
[6] Minimum of $100 per semester
[7] Minimum of $200 per semester
[8] $55 per credit hour for first six hours, $165 for next six, $156-164 for 13th and higher credits

## Appendix 6 - Characteristics of Participating Institutions

| Institution | FTSE/FTFE Ratio | Average Lecture Class Size | Minimum Number of Students for Lecture Class | Collective Bargaining Unit |
|---|---|---|---|---|
| A | 1:15 | NR | NR | Yes (union) |
| B | NR | NR | 15 | Yes (union) |
| C | NR | 35-40 (approx.) | campus-specific | Yes (union) |
| D | 1:22 | NR | NR | Yes (union) |
| E | 1:15 | 25 (est.) | 17 * | Yes (union) |
| F | 1:38 | 25 (est.) | 15 * | Yes (union) |
| G | NR | NR | NR | NR |
| H | 1:25 | NR | discipline-and campus specific | Yes (union) |
| I | 1:15 | NA | no minimum | Yes (union) |
| J | 1:17 | NR | 10 * | Yes (union) |
| K | 1:24 | NR | no minimum ** | NR |
| L | NR | NR | NR | NR |
| Pima | 1:19 | | | Yes (meet and confer) |

* There are exceptions - e.g. class need for graduation

** Prefer 15 but sometimes allow 10

NR=Not Reported

## Appendix 7 - Responses of Participating Institutions

| Institution | Annual Contractual Workload * (cred. hours) | Semester Workloads Fixed? | Can Use Summer to Meet Annual Workload? | Loading for Lecture (credit hrs.: load hrs.) | Loading for Lab (contact hrs,: load hrs.) | Discipline Variation? | Class Type Variation? | Number of Students Included? |
|---|---|---|---|---|---|---|---|---|
| A | 30 (semester) | No | No | 1:1 | 1:.33 - 1:.5 | Yes | Yes | No |
| B | 36 (incl. summer) (semester) | No | Yes | 1:1 | 1:.67 - 1:.83 | Yes | Yes | No |
| C | 45 (quarter) | No ** | No | 1:1 (English 101, 102 - 1:1.2) | 1:.8 | Yes | Yes | Yes |
| D | 45 (quarter) | No | No | 1:1 (English Comp. courses- 1:1.25) | 1:.83 - 1:1.25 | Yes | NR | No |
| E | 36 (incl. summer) (semester) | No | Yes | 1:1 | 1:.8 | No | Yes | No |
| F | 28-32 (semester) 48-54 (trimester) | No ** | Yes | 1:1 (English Comp. Courses- 1:1.33) | 1:.8 - 1:1 | Yes | Yes | Yes |
| G | 30-32 (semester) | No | Yes | 1:1 | 1:.7 - 1:1 | No | Yes | Yes |
| H | 42-48 (quarter) | No | Yes | 1:1 (Some Writing courses - 1:1.33) | 1:.68 | Yes | Yes | Yes |
| I | 30 (semester) | No | No | 1:1 | 1:.75 | No | Yes | Yes |
| J | 30-32 (semester) | No | NR | 1:1 (English courses-1:1.33) | 1:1 | Yes | Yes | Yes |
| K | 30 (semester) | No | No | 1:1 | 1:.75 | No | Yes | No |
| L | 30 (semester) | No | NR | 1:1 | 1:.5 - 1:1 | Yes | Yes | No |

* Assumes all-lecture class load

** Not fixed under special circumstances

NA=Not Applicable

NR=Not Reported

## Appendix 7 - Responses of Participating Institutions

| Institution | Re-assigned/ Released Time? | Workload for Re-assigned/ Released Time | Loading of Department Chair * Duties | Overload? | Overload Limit - Credit Hours/Term | Overload Limit-Time of Day | Compensation of Overload |
|---|---|---|---|---|---|---|---|
| A | Yes | Agreement between faculty member & supervisor | Stipend and Released Time | Yes (Voluntary) | 6 (semester) | NR | Adjunct Faculty Rate |
| B | Yes (but rarely) | NR | Stipend or Stipend & Released Time | Yes (Both) | 6 (F, Sp) 3 (Su) (semester) | NR | Adjunct Faculty Rate |
| C | Yes | NR | NA | Yes (Voluntary) | 12 (quarter) | No | Adjunct Faculty Rate |
| D | Yes | Determined by Division Dean | Released Time | Yes (Voluntary) | 5 [1] (quarter) | NR | Adjunct Faculty Rate |
| E | Yes | Agreement between faculty Member & supervisor | Released Time or Released Time & Stipend | Yes (Both) | 3 [2] (semester) | No | Adjunct Faculty Rate |
| F | Yes | Formula (39.4 hrs.=1 load hr.) | NA | Yes (Voluntary) | 10 (semester) | No | 1/50 salary X credit hours |
| G | Yes | Determined by Administration | Released Time | Yes (Voluntary) | 6 [3] (semester) | Yes | Flat Per Load Hour Rate |
| H | Yes | Agreement between faculty member & supervisor | Released Time and/or Stipend | Yes (Voluntary) | 5 (quarter) | NR | Adjunct Faculty Rate |
| I | Yes | Determined by Campus President | Released Time or Stipend | Yes (Voluntary) | 6 (semester) | No | Separate Schedule |
| J | Yes | Formula (15 hrs.=1 load hr.) | NR | Yes (Voluntary) | 8 (semester) | Yes | Adjunct Faculty Rate |
| K | Yes | Determined by Dean of Instruction | Released Time and/or Stipend | Yes (Voluntary) | 6 (semester) | NR | Flat Per Load Hour Rate [4] |
| L | Yes | NR | Released Time | Yes (Involuntary) | 5 (semester) | NR | Adjunct Faculty Rate |

[1] Averaged over 3 quarters

[2] Higher with supervisor's approval

[3] As high as 7.5 with Dean of Instruction's approval

[4] Plus annual increment that increases with years of service.

* Program managers at "D" and "E"

NA=Not Applicable

NR=Not Reported

## Appendix 7 - Responses of Participating Institutions

| Institution | Average Annual Workload (credit hours) | Average Annual Salary (to nearest thousand dollar) | Class Size Affect Compensation? | "Faculty" for Other | Teaching Optional or Required | Load Counselors (hours/week) | Load Librarians (hours/week) | Instructional Support Positions? Influence Fac. Load? |
|---|---|---|---|---|---|---|---|---|
| A | NR | 46,000 | NR | Counselors Librarians | Optional [1] | NR | NR | Yes; No |
| B | 36-38 (semester) | 38,000 | No | Librarians | No Teaching | NA | 40 | Yes: No |
| C | 45 (quarter | 51,000 | No | Counselors Librarians | Optional | 37.5 | 37.5 | Yes: No |
| D | NR | 56,000 | NR | Counselors Librarians | Optional | 40 | 40 | NR |
| E | 50 (semester) | 41,000 | No | Counselors Librarians | No Teaching | 37.5 | 37.5 | Yes: NR |
| F | 42-45 (semester) | 57,000 | Yes | Counselors Librarians Others | Optional | 35 | 35 | Yes: No |
| G | NR | 58,000 | No | Counselors Librarians | Optional | 35 | 35 | Yes: NR |
| H | 42 (quarter) | 46,000 | No | Counselors Librarians | Optional | 35 | 35 | Yes: No |
| I | 34-36 (semester) | 54,000 | No | Counselors Librarians Others | Optional | 40 | 40 | Yes: No |
| J | 30 (semester) | 63,000 | NR | Counselors Librarians Others | NR | 35 | 35 | Yes: NR |
| K | NR | 42,000 | No | No | NA | NA | NA | Yes: No |
| L | NR | 40,000 | No | Counselors Librarians Others | Optional [1] | 40 | 40 | Yes: No |

1 As an overload
NA=Not Applicable
NR=Not Reported

## Appendix 7 - Responses of Participating Institutions

| Institution | Skill Center? | Classification of Skill Center Instructors | Compensation of Skill Center Instructors | Skill Center Offers Credit/ Non-credit Classes? | Adj. Fac. - Max. Load - Cred. Hrs./% Full-Time Load | Adj. Fac. - Average Load Credit Hours |
|---|---|---|---|---|---|---|
| A | Yes | Hourly Professionals | NR | NR | 10; 67% | NR |
| B | No | NA | NA | NA | 10; 67% | NR |
| C | Yes | Part-Time Faculty | Part-Time Faculty Rate | Both | NR | NR |
| D | No | NA | NA | NA | NR | NR |
| E | No | NA | NA | NA | 6 *; 40% | 6 |
| F | No | NA | NA | NA | 10**; 67% | 3-6 |
| G | No | NA | NA | NA | 9***; 60% | NR |
| H | Yes | NR | NR | NR | 12; 80% | NR |
| I | Yes | NR | NR | NR | 9; 60% | 6 |
| J | No | NA | NA | NA | 8; 53% | NR |
| K | No | NA | NA | NA | 6; 40% | NR |
| L | No | NA | NA | NA | 7; 47% | 3-5 |

* Up to 9 (60%) with permission of Campus President
** Can be higher with approval of Service Committee
*** Can be higher with Dean of Instruction's Approval

NA=Not Applicable
NR=Not Reported

## Appendix 7 - Responses of Participating Institutions

| Institution | Prorate Adj. Faculty Pay for Small Classes? | Source of Load Specifications | Who Determines Load | Level at Which Load Exceptions Made |
|---|---|---|---|---|
| A | NR | Collective Bargaining Agreement | Board and Bargaining Unit | NR |
| B | No | Collective Bargaining Agreement | Campus President | Campus Presidents |
| C | No | Collective Bargaining Agreement | NR | Deans & Provost |
| D | NR | Collective Bargaining Agreement | NR | NR |
| E | No | Collective Bargaining Agreement | State Policy | No Exceptions |
| F | No | Union Master Agreement | Board and Bargaining Unit | No Exceptions |
| G | No | Board Policy | Curriculum Committees | NR |
| H | No * | Collective Bargaining Agreement | Board and Bargaining Unit | Deans of Instruction |
| I | No | Collective Bargaining Agreement | NR | NR |
| J | No | Collective Bargaining Agreement | Board and Bargaining Unit | Board and Bargaining Unit |
| K | No | Board Polices and Procedures | Cabinet | None |
| L | No | Board Policy | Division Deans | Division Deans |

* May apply tutor rate
NR=Not Reported

**Appendix 8**

## Technical Explanation of Terminology

The institutions in the sample typically take into account three different kinds of "hours" when computing workload: the credit hour, the contact hour, and the load hour (not always referred to as "load hour" but by many different labels: "equated unit," "point," "equated hour," "load factor," "teaching hour," etc.). The definitions of these terms follow:

Credit hour: unit of academic credit which students receive for successful completion of courses. The number of credit hours assigned to a course generally reflects the number and duration of the class meetings and the intensity of the instructor's participation in the meetings.

Contact hour: unit of clock time during which instructor is in contact with students for purpose of formal class activities. The number of contact hours may or may not be equivalent to the number of credit hours assigned to a course, depending primarily upon the nature of the instructor's participation.

Load hour: formula-driven unit of instructional faculty workload derived variously from credit hours and/or contact hours plus a combination of factors such as discipline, class size, and course format. It may also be called equated unit, point, equated hour, load factor, or teaching hour.

Typically, workload is expressed in terms of load hours, with the computation of load hours being based on the number of credit hours and/or contact hours associated with a particular class and, in some cases, on other factors, for example, discipline or class size. Credit hours and/or contact hours are converted to load hours according to one or more specific institutional formulas.

Examples:

Typical lecture class. The formula for a typical lecture class is: credit hours = weekly contact hours = load hours. Thus, a three credit hour class which meets three hours per week will count for three load hours toward a (typical) total semester load of 15 load hours. There are exceptions based on discipline and class size. For example, at some institutions, a three-credit hour Writing class (which meets three hours a week) will count for 3.99 load hours (each credit hour--or weekly contact hour--is equated with 1.33 load hours).

Laboratory classes. The situation is more complicated with laboratory classes, as institutions often have more than one formula for loading them. Also, there is a great deal of inter-institutional variation. Loading is based, primarily, on the number of weekly contact hours. One

institution in the sample loads laboratory classes at a ratio of 1 load hour for each weekly contact hour, but most institutions load lab contact hours at less than a 1:1 ratio. The following example is more typical: A laboratory class which meets 4 hours per week and for which the loading ratio is 0.7 load hours per weekly contact hour counts for 2.8 load hours of a 15-load hour semester load. Sometimes, the algorithm is more complicated. For example, two institutions in the sample load the number of contact hours which equals the number of credit hours differently than the number of contact hours which exceeds the number of credit hours. Example: A laboratory class meets for 6 hours per week and has been assigned three credit hours. Weekly contact hours which equal credit hours (3) load at 1.0 load hour per contact hour, while contact hours which exceed credit hours (3) load at 0.6 load hour per contact hour. Therefore, this class would count for a total of 4.8 load hours ([3 X 1.0] + [3 X 0.6]).